

## Frequently Asked Even Start Questions

**Q. I know you were checking with the Feds regarding our student who needs to pay money to get some of her mail order high school credits released. She has been very faithful in continuing to earn credits and doesn't know exactly what she needs to take yet because it depends on whether she can get the other credits she's already completed. Our question was if we could pay for her credits. It's \$200. My suggestion was that we pay \$100 and see if she can't come up with the rest.**

A. If the on-line courses are accredited and time on task is recorded (i.e., many computer-based courses keep track of the time a student is on-line in the software program and progresses through the lessons, so that time can be accessed and recorded by an administrator), you can count that as "instructional hours" and reimburse the cost of the course.

Of course, just as is the case with traditional adult education, if the pupil is within the mandated attendance age or is under 19 (thus eligible for a free, public education), the reimbursement for high school credit-bearing course work is not allowed-- it is only for students who no longer qualify for the foundation allowance.

**Q. A few of our teens have achieved the top score in one of the basic skill areas on the TABE pre-test (for example reading). Thus the test, as we use it, does not allow the ability to show/score growth. The vast majority of our teens are enrolled in high school completion classes so we have viewed them as being enrolled in the "all of the basic skill areas" because they do not have their diploma. How would we show growth for these teens?**

We use the D version of the 9 and 10 TABE. We have not used the locator test to determine what version of the 9 and 10 TABE is best suited for our teens. Should we be doing this? Is it acceptable to use another version of the 9 and 10 TABE, such as easy or moderate?

We discussed purchasing study guides for the TABE tests as one of the strategies to help our teens become more comfortable with the test. Would this create any concerns for you?

A. I am assuming most of the students are high school completion students so the GED is not an issue here. The content of the new TABE assessments Form 9 and 10 has been designed to closely match both national standards (in reading, math, language, vocabulary, language mechanics and spelling) and the areas covered in the new 2002 GED Test.

It is not possible to show improvement when a student's pretest is at 12.9 in an area. If we used the "standard score" on the test to show improvement rather than grade level,

they might show some improvement but we use the grade level as a measurement. So if a student scores a 12.9 in an area, they cannot show improvement on the TABE (remember, those with the greatest need should be enrolled). That doesn't mean they can't or won't receive instruction in that area, they just won't show improvement. I would concentrate instruction on areas where improvement can be shown.

Items from different levels of the TABE, L, E, M, D, and A have all been placed on the same scale, resulting in statistically comparable test scores. Grade levels go from 1.6 to 12.9. The Limited Literacy (L) is used for English speaking students with pre-reading, pre-math skills. The TABE Espanol is available only in the Easy and Medium levels. There seems to be some question as to whether to administer the Survey or the Battery versions. The Survey version (see p. 92 in the McGraw-Hill catalog to see the difference between the Survey and the Battery) is used in the measurement for AE and Even Start. Because the scoring is comparable, the D level is most frequently used, occasionally the M or E level, depending on the skill level of the student. If there is a question about a student's skill level, we may administer the locator to establish a level at which to begin. Generally, different forms of the TABE are administered at the same level when pre-testing and post-testing. However, if a student pre-tested near the top of the range, you may elect to use the next higher level of TABE as a post test. This type of multi-level testing will yield valid results because all levels of the test are on the same scale.

There are study guides (listed in the McGraw-Hill catalog p. 99), *Building Skills with the TABE*. The study guides are intended to help the student become more comfortable in "taking" this kind of test. If however, the study guides are being used as curriculum for the development of skills, then the program is teaching to the test.